Instructional Leadership of School Administrators and Teachers' Instructional Mood States

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Abstract

This study aims to explain the relation between school administrators' instructional leadership and teachers' instructional moods according to teacher opinions. The research is quantitative in nature and designed in a correlational survey pattern using quantitative research methods. A total of 160 participants took part in the study, selected through simple random sampling method. In data analysis, *t*-tests and ANOVA were used. Pearson product-moment correlational analysis was employed to determine the relation between school administrators' instructional leadership and teachers' instructional moods. The impact of school administrators' instructional leadership on teachers' instructional moods were analyzed using simple linear regression analysis. It was found that the level of school administrators' instructional leadership was high, and teachers' instructional moods were at a moderate level. Teachers were found to have a higher sense of enjoyment in their instructional moods, while their anxiety levels were relatively low. School administrators' instructional leadership behaviors were found to be consistent across gender, educational level, years of service in the school, and duration of working with the current school administrator. Similarly, no differences were found in teachers' instructional moods concerning gender, educational level, years of service in the school, and duration of working with the current school administrator. A low level of positive correlation was found between school administrators' instructional leadership and teachers' instructional moods. The study concluded that the instructional leadership of school administrators has a minimal impact on teachers' instructional mood states.

[This paper was published in: "EJER Congress 2023 International Eurasian Educational Research Congress Conference Proceedings," Ani Publishing, 2023, pp. 1-23]

Key words: *Instructional mood, Administrator, Instructional leadership, Leadership, Teachers' emotional state*

Introduction

Effective implementation and management of curricula in educational institutions is of great importance. School administrators have obligations and duties that they have to fulfil in the institutions they are affiliated with, some of which are: chairing the meetings at school, managing the school budget, establishing and maintaining the connection between the school and parents, ensuring that the school progresses within the framework of its goals, planning the education and training process, and supervising the education and training process (Kepenekci & Taşkın, 2017).

In the past, school administrators have been perceived as positions of symbolic importance. The roles assigned to school administrators have diversified with the 21st century and they are expected to have different qualifications at the same time. One of the most important qualities demanded from school administrators is that they can be instructional leaders in their organisations. Teachers are the people who enable curricula to take place in educational situations, who are in the position of implementers. Although most of the teachers' time is spent in the classroom with their students within the scope of educational activities, one of the important factors affecting school climate is the emotional states of the teachers. In educational institutions, there are factors that affect the emotional states experienced by teachers such as conflicts between branches, the social fabric of the school containing negative behavioural elements, the presence of problematic family structures, the high number of children exposed to violence, bad words and behaviour, and the influence of school administrators who are in the position of administrators in their schools is also an undeniable factor. Since the predominance of teachers' negative ideas, thoughts and emotions will hinder the achievement of the goals of the institutions they are in charge of and the achievement of the objectives of the curriculum in the classrooms (Li et al., 2017), school administrators as the administrators of the institution are primarily responsible for correcting and changing this situation (Yıldırım & Tabak, 2019).

It is seen that studies have been carried out in the field of educational sciences within the scope of school managers' leadership; transformational leadership, distributed, shared leadership (Bush & Ng, 2019), ethical leadership roles of school administrators (Nkobi et al, 2021), technology leadership of teachers and school administrators (Dexter & Barton, 2021). In the studies conducted on teachers' emotional states, the emotional states experienced by teachers

from different branches such as preschool, classroom teachers, physical education teachers, special education teachers, etc. are examined (Atahan & Demirhan, 2022; Burucu, 2019).

As a result of the comprehensive literature review conducted in the field of educational sciences, there are studies in which school administrators are studied within each of the roles that they are expected to have in the context of 21st century skills; the instructional leadership of teachers and administrators are addressed, and in terms of emotional states, both teachers and school administrators are addressed separately and their emotional states are examined, there is no study in the literature in which both school administrators and teachers, who are considered to be two important elements of educational organisations, are included in the same study and the effect of the instructional leadership of school administrators, which is the subject of the study, on the emotional states of teachers is addressed together.

The purpose of this study is to explain the relationship between the instructional leadership of school administrators and teachers' instructional mood states according to the opinions of teachers who continue their duties at primary, secondary and high school levels of public schools affiliated to the Ministry of National Education in the second semester of the 2022-2023 academic year. For this purpose, the following sub-objectives were tried to be achieved:

1. According to teachers' opinions, what is the level of instructional leadership behaviours of school administrators?

2. What is the level of teachers' instructional mood states?

3. According to teachers' opinions, do instructional leadership behaviours of school administrators and teachers' instructional mood states show a significant difference according to demographic variables?

4. Are school administrators' instructional leadership behaviours a significant predictor of teachers' instructional moods?

Research Design

The method employed in the study is quantitative. It was conducted using the correlational research model. The relational scanning model is a research design that allows the exploration of the variables that contribute to a particular situation, their interconnections, relationships, and the extent of their influence (Kaya, Balay, Göçen, 2012). In this study, the relationship

between school administrators' instructional leadership and teachers' instructional mood states was investigated.

Population and Sample of the Study

The population of the study was thought to be carried out with the participation of teachers working at primary, secondary and high school level in official public schools affiliated to Manisa Provincial Directorate of National Education in the second semester of the 2022-2023 academic year. The sample of the study was calculated as 377 according to the 95 per cent confidence interval. 180 people participated in the study due to volunteering and accessibility. The characteristics of the participants listed in terms of gender, professional experience, and school level reflect diversity. The data of 180 people were analysed and the data of 18 people who answered the control question "Please leave this question blank" were not taken into consideration. Outlier data were analysed with boxplot and mahalanobis distance, and since 2 of the outlier data had outlier values, they were not included in the study and the analysis was continued with 160 people.

Table 1. Findings Related to Demographic Information of Teachers

		f	*%*
Gender	Woman	96	60.0
	Male	64	40.0
Age	20-29	16	10.0
	30-39	67	41.9
	40+	77	48.1
Professional Seniority	1-10 yıl	50	31.3
	11-20	71	44.4
	21+	39	24.4
Education Level	Undergraduate level	128	80.0
	Postgraduate	32	20.0
Duration of Service at School	1-5 year	81	50.6

	6-10 year	46	28.7
	11+ year	33	20.6
Duration of Working with the Current School Administrator	1-2 year	60	37.5
	3-4 year	54	33.8
	5-8 yıl	46	28.7
School Level Worked	Primary School	52	32.5
	Secondary School	58	36.3
	High School	50	31.3

In Table 1, it is seen that female participants are more interested in working with 60%, (f=96), 48,1%, (f=77) of the teachers aged 40+ participated in the study, teachers with 11-20 years of professional experience constituted the largest group with 44.4% (f=71). In terms of the educational level of the participants, it is seen that those with undergraduate level education were in the majority with 80%, (f=128).

Data Collection

Data Collection Tools

Personal Information Form, "Teachers' Instructional Mood Scale" (Dilekçi & Sezgin Nartgün, 2019) and "Instructional Leadership Scale (PIMRS)" (Bellibaş et al., 2016) was used in the study. In the personal information form, it was planned to access the participants' gender, age, professional seniority, education level, working time in the school, working time with the school administrator in their schools, and the district where the school is located. The scale "Teachers' Instructional Mood Scale" was designed in 4-point Likert scale and graded as "1=strongly disagree to 4=strongly agree". The scale includes six dimensions, which are: "Feeling of anxiety, feeling of pride, feeling of pleasure, feeling of anger, feeling of hope, feeling of disappointment". Another scale to be used in the research "Instructional leadership scale" consists of 9 dimensions and 44 items including "Setting goals for the school, sharing school goals, evaluating and supervising teaching, monitoring student achievement, controlling

the time spent on teaching, being visible in the school, encouraging teachers, supporting professional development, encouraging learning". The scale is a 5-point Likert scale; 1=almost never to 5=almost always. The data for the study was collected and after obtaining necessary permissions from the researchers. Once a sufficient amount of data was obtained to achieve data saturation, the analysis phase of the study commenced.

Analysing the Data

It was determined that the data obtained had a normal distribution and it was decided to perform parametric tests on the data. Teachers information was consulted in the study; in order to examine the levels of school administrators' instructional leadership and teachers' instructional mood states. The data with two groups were analysed by independent sample t-test analysis, and the data of three groups were analysed by one-way variance analysis Anova. Pearson Correlation analysis was applied to determine the direction of the relationship between school administrators' instructional leadership and teachers' instructional mood states. In order to determine whether there is a relationship between school administrators' instructional leadership levels and teachers' levels of having instructional mood states and to determine the level of the relationship, regression analysis were performed.

Table 2. Reliability and Validity Analysis Findings of the Scales

Scales	Cronbach Alpha	Number of Dimensions
Instructional Leadership	.966	9
Instructional mood states of	.896	6

In the reliability analysis, Cronbach's Alpha coefficients for the "Instructional Leadership Scale'' and "Instructional Mood States Scale" in Table 2 were highly reliable (Weiss, Yakusheva, & Bobay, 2018).

Table 3. Instructional Leadership Scale Confirmatory Factor Analysis Results

X^2/S.d.	2.20
X^2	1908
P value	.001

Degrees of freedom	866
RMSEA	0.075
CFI	0.985
SRMR	0.0393
TLI	0.885
AIC	15061
BIC	15578

In Table 3, the findings showed that the scale X2=1908, P=.001, s.d=866, RMSEA=.079, CFI=.985, SRMR=.0393, TLI=.885, AIC=15061, BIC=15578 and X2/Sd=2.20 and it was determined that the obtained data were at an acceptable level.

Table 4. Instructional Mood Scale Confirmatory Factor Analysis Results

X^2 /S.d.	1.77
X^2	550
P value	.001
Degrees of freedom	309
RMSEA	0.0798
CFI	0.929
SE	0.0208
SRMR	0.0490
TLI	0.919
AIC	5679
BIC	5974

In Table 4, the scale X2=550, P=.001, s.d=309, RMSEA=.0698, CFI=.929, SRMR=.0490, TLI=.919, AIC=5679, BIC=5974 and X2/Sd=1.77 and it was determined that the obtained data

were at an acceptable level. It is stated that CFI value takes values between 0 and 1 and .90 is stated as an acceptable value in the field (Netemeyer et al., 2003). It is emphasised that the X2/Sd value below 5 is another indicator of the fit between the model and the data (Gillaspy, 1996).

Figure 1. Path Diagram of Instructional Moods

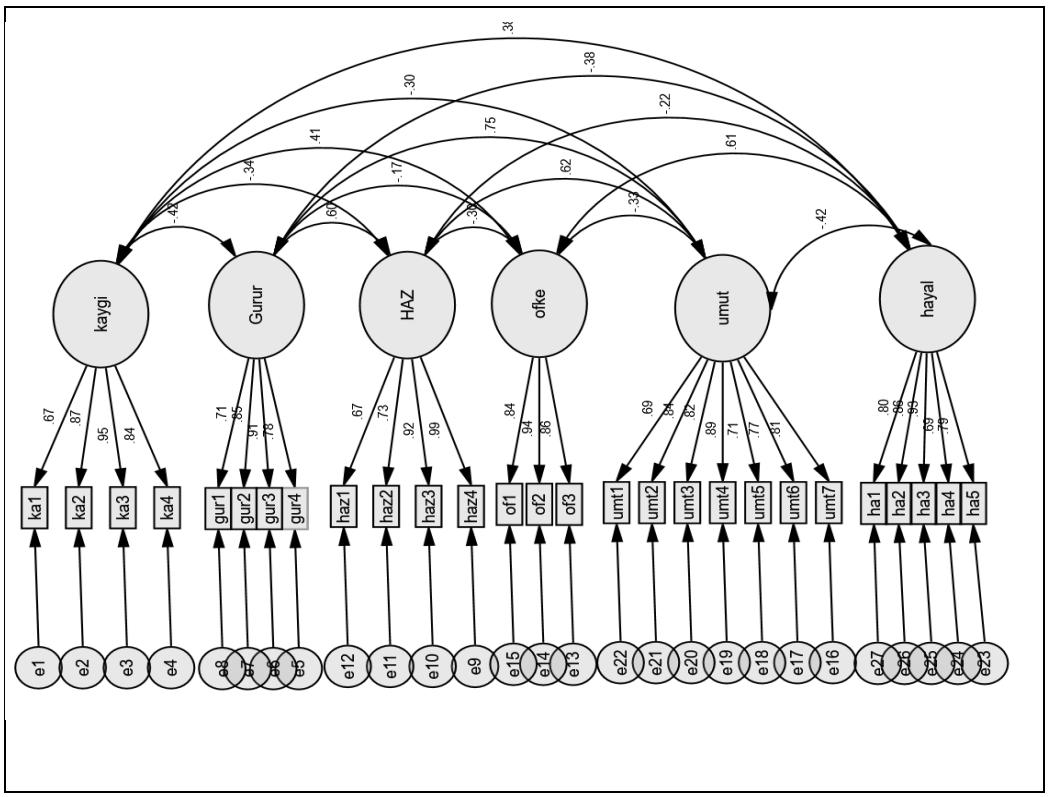
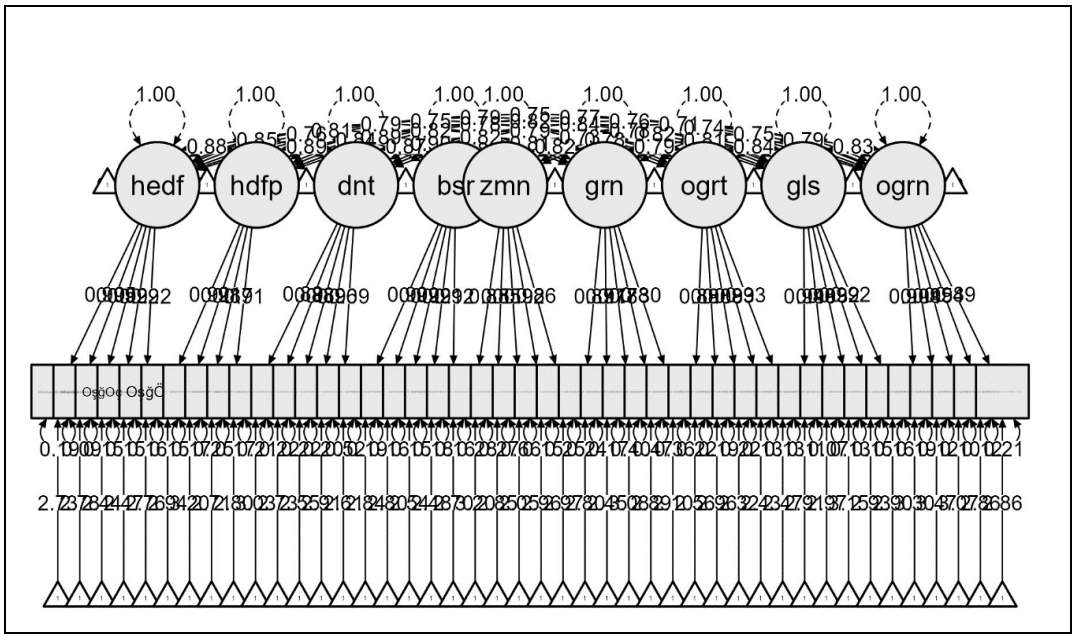


Figure 2. Instructional leadership Path Diagram



Findings

Findings Related to the First Sub-Problem

Table 5. Instructional Mood Level Findings

	Feeling of Anxiety	Feeling of Pride	Feeling of Pleasure	Feeling of Anger	Feeling of Hope	Feeling of Disappointment	**Mood S. average**
N	160	160	160	160	160	160	160
Mean	1.56	3.40	3.58	1.69	3.43	1.82	2.71
S.d.	0.554	0.478	0.504	0.713	0.496	0.649	0.200

In Table 5, it was seen that "Feeling of pleasure" was the instructional emotional state with the highest mean score and "Feeling of anxiety" was the lowest level instructional mood state that teachers stated that they had.

Findings Related to the Second Sub-Problem

Table 6. Instructional Leadership Gender Variable T-test Results

Gender	N	X	S.d.	t	p
Woman	96	3.61	1.01265		
Male	64	3.58	1.11944	.155	.877
Levene's test p=.223					

In Table 6, it was observed that female participants perceived school administrators' instructional leadership to be at a higher level compared to male participants. This difference was not statistically significant.

Table 7. Instructional Mood States Gender Variable T-test Results

Gender	N	X	S.d.	t	p
Woman	96	2.71	.201		
Male	64	2.70	.200	.448	.655
Levene's test p=.527					

In Table 7, it was seen that the instructional emotion states of female teachers differ in favour of women, this situation wasn't significant.

Table 8. Instructional Leadership Age Variable One Way Anova Test Results

	Age	N	X	S.e.	Source of Variance	Sum of squares	S.d.	Mean of squares	f	p
	20-29	16	3.57	1.03	Between Groups	.098	2	.049	.44	.981
Instructional L.	30-39	67	3.57	1.05	Within Groups	176.295	157	1.123		
	40+	77	3.62	1.06	Total	176.393	159			
	Levene's test p=.926									

There was no significant difference between age groups' instructional leadership variable in Table 8. It was seen that the average age of 40+ was higher than the other two age groups.

Table 9. One Way Anova Test Results for Instructional Mood States Age Variable

	Age	N	X	S.e.	Source of Variance	Sum of squares	S.d.	Mean of squares	f	p
Instructional M. S.	20-29	67	2.74	.22644	Between Groups	.018	2	.009	.224	.800
	30-39	77	2.70	.19591	Within Groups	6.357	157	.040		
	40+	16	2.71	.20049	Total	6.376	159			
	Levene's test p=.926									

In Table 9, it was reached that there was no statistically significant differentiation in teachers' instructional moods in the context of age variable.

Table 10. Instructional Leadership Professional Seniority Variable One Way Anova Test Results

	Professional Seniority	N	X	S.e.	Source of Variance	Sum of squares	S.d.	Mean of squares	f	p
Instructional L.	1-10 yıl	50	3.65	1.07096	Between Groups	.371	2	.186	.166	.848
	11-20	71	3.60	.99643	Within Groups	176.022	157	1.121		
	21+	39	3.52	1.1507	Total	176.39	159			
	Levene's test p=.580									

Table 10 showed that the mean scores of teachers with 1-10 years of professional seniority were higher than the other professional seniority levels, this difference between professional seniorities wasn't significant.

Table 11. One Way Anova Test Findings of Instructional Mood States Professional Seniority Variable

	Professional Seniority	N	X	S.e.	Source of Variance	Sum of squares	S.d	Mean of squares	f	p
Instructional M. S.	1-10 yıl	50	2.76	.21719	Between Groups	.177	2	.088		
					Within Groups	6.199	157	.039		
	11-20	71	2.68	.19932					2.237	.193
	21+	39	2.68	.17064	Total	6.376	159			
Levene Testi p=.109										

In Table 11, the mean of the teachers with 1-10 years of professional experience was higher compared to the other groups and also it was seen that the difference between the groups was not significant as a result of the Post Hoc Tukey HSD test (p>.05, p=.193).

Table 12. Instructional Leadership- Instructional Mood States Level of Education T-Test Results

	N	X	S.e.	Source of	Sum of squares	S.d.	Mean of	f	p
Duration of									

	Service			Variance			squares		
Instructional L.	1-5 year	81	3.53	1.11010	Between Groups	.697	2	.349		
	6-10 year	46	3.67	1.02022	Within Groups	175.696	157	1.119	.312	.733
	11+ year	33	3.65	.97263	Total	176.393	159			
	Levene's test p=.606									

In Table 12, there was a differentiation in instructional leadership and instructional mood according to education level, this situation wasn't significant.

Table 13. Instructional Leadership One Way Anova Test Results

	Level of Education	N	X	S.d.	t	p
Instructional L.	Undergraduate	128	3.56	1.06687	-.887	.376
	Postgraduate	32	3.74	.99947		
Instructional M. S.	Undergraduate	128	2.71	.19902	.239	.811
	Postgraduate	32	2.70	.20814		
Instructional L. Levene test's p=.470, Instructional M. S. Levene test's p=.602						

In Table 13, it was seen that there were differences in the instructional leadership levels of the teachers in terms of the length of service in the school, it was found that this situation was not significant.

Table 14. Instructional Mood States, Length of Service in School, One Way Anova Test Findings

	N	X	S.e.	Sum of squares	S.d.	f	p

	Duration of Service				Source of Variance			Mean of squares		
Instructional M. S.	1-5 year	81	2.72	.20161	Between Groups	.061	2	.030	.757	.471
	6-10 year	46	2.68	.19705	Within Groups	6.315	157	.040		
	11+ year	33	2.72	.20275	Total	6.376	159			
Levene's test p=.758										

There was a relatively small difference in teachers' instructional mood in terms of length of service in school In Table 14 and it was seen that this situation wasn't at the level of significance.

Table 15. Instructional Leadership, Duration of Working with the Current School Administrator, One Way Anova Test Findings

Duration of Working with the Current School Administrator	N	X	S.e.	Source of Variance	Sum of squares	S.d.	Mean of squares	f	p
1-2 year	60	3.52	1.13	Between Groups	1.331	2	.665		
3-4 year	54	3.72	.99	Within Groups	175.063	157	1.115	.597	.552
5-8 year	46	3.54	1.01	Total	176.393	159			
Levene's test p=.228									

In Table 15, it was found that the average of the teachers' duration of working with the same school administrator for 3-4 years was higher than the other working durations. This difference was not at a significant level.

Table 16. Instructional Mood States, Duration of Working with the Current School Administrator, One Way Anova Test Findings

Duration of Working with the Current School Administrator	N	X	S.e.	Source of Variance	Sum of squares	S.d.	Mean of squares	f	p
1-2 year	60	2.72	.19206	Between Groups	.041	2	.020		
3-4 year	54	2.72	.20243	Within Groups	6.335	157	.040	.507	.603
5-8 year	46	2.68	.21009	Total	6.376	159			
Levene's test p=.525									

In Table 16, the results showed teachers with duration of working 1-2 years and 3-4 years had the highest mean. Teachers who worked with the current school administrator for 5-8 years had a lower mean compared to the other two groups. This difference was not at a significant level.

Table 17. Instructional Leadership One Way Anova Test Results by School Level

School Grade	N	X	S.e.	Source of Variance	Sum of squares	S.d.	Mean of squares	f	p
Primary sch.	52	3.48	1.07146	Between Groups	1.128	2	.564		

	Secondary sch.	58	3.64	1.07134	Within Groups	175.265	157	1.116	.505	.604
Instructional L.	High sch.	50	3.67	1.02312	Total	176.393	159			
Levene's test p=.988										

The average scores of the teachers at the school level in Table 17 were found to be X=3.67 at high school level, X=3.64 at secondary school level, X=3.48 at primary school level, this difference in school levels was not significant p=.604.

Table 18. Instructional Mood States, School Grade, One Way Anova Test Findings

	School Grade	N	X	S.e.	Source of Variance	Sum of squares	S.d.	Mean of squares	f	p
	Primary sch.	52	2.73	.21630	Between Groups	.061	2	.030		
	Secondary sch.	58	2.68	.19175	Within Groups	6.315	157	.040	.757	.471
Instructional M. S.	High Sch.	50	2.71	.19339	Total	6.376	159			
Levene's test p=.577										

In Table 18, the group with the highest mean was the teachers working at the primary school level and the teachers working at the secondary school level with the lowest mean, it was also seen that this result wasn't at the level of significance.

Findings Related to the Third Sub-Problem

Table 19. Pearson Correlation Analysis Results

	N	X	S.d.	Instructional M. S.	Instructional L.	p	95% Confidence Interval
Instructional M. S.	160	2.71	.20024	1	.16**	.040	.008-.310
Instructional L.	160	3.60	1.05328	.16**	1		

in Table 19, it was found that there was a low level positive correlation between administrators' instructional leadership and teachers' instructional mood. The correlation finding was significant (p=.040). According to the results of 95% confidence interval analysis, this relationship is between .008 and .310.

Findings Related to the Fourth Sub-Problem

Table 20. Results of Simple Linear Regression Analysis

Independent Variable	β	B	S.e.	t	p
Instructional L.	.163	.031	.056	2.07	.04
R=.163	R^2=.026	F=4.297			

As seen in Table 20, there was a significant positive relationship between administrators' instructional leadership and teachers' instructional emotional states. In addition, R2=.026 in the table indicated that the independent variable explains 2.6% of the total variance, which meant that the power of administrators' instructional leadership to predict teachers' instructional

emotional states was low. It could also be said that each unit increase in administrators' instructional leadership leads to a .031 unit increase in teachers' instructional emotional states.

Discussion

Regarding the first sub-problem, the level of instructional leadership behaviours of school administrators was found to be at a high level. The most frequently exhibited instructional leadership qualities of school administrators were found to be "Supporting professional development, encouraging learning, setting goals for the school and monitoring student achievement". Arın (2006) found that school administrators exhibited instructional leadership behaviours "Mostly" and reached findings in the same direction with the study. Arslan & Aksoy (2009) mention that school administrators have instructional leadership qualities to a great extent in terms of "Supporting professional development", but they are insufficient in guiding teachers by conducting exemplary lessons in educational situations, and it is stated that the reason for this may be due to the insufficiency of school administrators' curriculum knowledge levels. Based on these findings, it is thought that the instructional leadership roles of school administrators are sufficient, but it would be more beneficial for their institutions and teachers if they show their instructional leadership in practice in the schools where they are assigned.

In line with the second sub-problem of the study, teachers' instructional mood states were determined as medium level. When teachers' instructional moods were analysed in terms of dimensions, it was seen that the instructional emotion state they had at the highest level was the feeling of pleasure, the instructional emotion state they had at the lowest level was the feeling of anxiety. It was found that teachers had a high level of hope and pride, the feeling of disappointment was at a low level. In Argon & Yılmaz's (2019) study, it was determined that the teachers' feelings of pride and pleasure were determined at a "Very high" level, the feeling of hope was determined at a "High" level, and the feelings of frustration and anxiety were determined at a low level, which coincided with the findings of the study. Frenzel et al. (2016) found that teachers had more feelings of pleasure, while anxiety and anger were at low levels. As can be understood from these findings, teachers love their profession and enjoy their teaching situations. Of course, the role of school administrators who provide these conditions for teachers to feel this way cannot be denied.

Regarding the third sub-problem, instructional leadership behaviours of school administrators do not differ in terms of gender, education level, length of service at school, and length of working with the current school administrator. In Bayraker's (2003) study, teachers stated that female administrators had higher levels of instructional leadership behaviours, in the age variable, the 21-30 age group stated that their administrators' instructional leadership qualities were more inadequate compared to other age groups, and in the professional seniority dimension, teachers with 6-10 years of professional seniority stated that their administrators exhibited instructional leadership qualities less. According to these findings, it can be thought that the different findings in different schools may be due to individual differences in school administrators.

In the study, there is no difference in teachers' teaching moods states in terms of gender, education level, length of service at school, and length of working with the current school administrator. There is a study indicating that teachers' instructional moods may differ according to gender and age (Karabekiroğlu, 2014). Dilekçi (2018) reached different findings, there were significant differences in the teaching mood states of teachers in terms of gender, professional seniority, age and school location variables. It can be stated school administrators should take into account teachers' teaching moods both in achieving curriculum goals and in achieving institutional goals.

Regarding the fourth sub-problem, it was found that school administrators' instructional leadership has a low effect on teachers' instructional emotion states. Blase & Blase (2007) found that teachers, who are considered to be the best and successful in their field, prefer to leave their duties as a result of the school administrators' insufficient instructional leadership, and before leaving their duties, their instructional emotional states are negatively affected and they leave their duties. It is stated that different leadership roles exhibited by administrators in schools affect teachers positively and are effective in their decisions to continue their professions (Mulford, 2003). According to these results, it can be stated that the instructional leadership of school administrators is a determining factor on teachers' teaching moods, and the school and classroom climate is shaped by teachers' teaching moods. In addition, this situation can also be considered to be effective in achieving the objectives of the curriculum.

Conclusion

As a result of the study, it was determined that school principals exhibited a high level of instructional leadership, teachers' instructional emotional states in teaching were at a moderate level. Teachers were found to experience a higher sense of enjoyment in their instructional emotional states, with lower levels of anxiety. The study found no significant differences in school principals' instructional leadership and teachers' instructional emotional states concerning gender, educational level, years of service in the school, and duration of working with the current school principal. Furthermore, a low level of positive correlation was identified between school principals' instructional leadership and teachers' instructional emotional states, indicating a mild influence between these variables.

Recommendations

The instructional emotional states of teachers hold importance in achieving the objectives of the educational curriculum. The social context within the educational institution, including the school's resources, parent relationships, and student interactions, which can influence teachers' instructional emotional states, can be examined. Additionally, the instructional emotional states of teachers can be explored across different school levels. It is also possible to investigate whether school principals' instructional leadership leads to any differentiation in teachers' instructional emotional states based on subject areas.

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